



USAID
FROM THE AMERICAN PEOPLE

INDONESIA

IMPROVING THE QUALITY OF DECENTRALIZED BASIC EDUCATION

MAY 2006



Photo: Jill Gulliksen

THE CHALLENGE

At least 30% of teachers lack appropriate training; only 40% of children who enroll in primary school complete 9 years of basic education.

Local governments are poorly prepared to manage the recently decentralized education systems.

Public funding for education is among the lowest in the region.

THE GOAL

Support a decentralized effort for **quality** and **relevant** education;

Encourage the Indonesian government to increase its **investment** in education;

Support Indonesia's **democratic transition**;

Expand an educated **workforce** that will promote international investment and stability.

OVERVIEW

In October 2003, President Bush announced a \$157 million Indonesian Education Initiative for 2004-2010 to improve the quality of education in Indonesia. This is a cornerstone of the U.S. Government assistance program in Indonesia, directly responding to the Government of Indonesia's priorities and reflecting joint Indonesia-U.S. commitment to revitalize education for the next generation of Indonesia's leaders.

This innovative program is carried out through a bilateral agreement between Indonesia and the United States, and is currently working with 49 local governments in 8 major provinces of Indonesia (East Java, Central Java, West Java, Banten, Aceh, North Sumatra, South Sulawesi, and Jakarta). USAID is directly assisting 1,000 primary and junior secondary schools, including 23,000 education administrators and teachers that directly serve 300,000 students. Working with both public and private schools, including approximately 200 madrassah, the program will work in 125 districts by 2008. USAID has expanded President Bush's Education Initiative to post-tsunami and post-conflict Aceh, reflecting the U.S. Government's long-term commitment to assist the people of Aceh.

PROGRAMS

MANAGING BASIC EDUCATION (MBE)

Since 2003, the MBE pilot project has worked with local governments to strengthen their capacity to effectively provide and manage basic education services. MBE works in 23 districts/municipalities in East and Central Java, Aceh and Jakarta. MBE is also working with 10,000 educators to improve the quality of teaching and learning in grades 1-9 through in-service teacher training, community participation, and the promotion of school-based management. MBE directly reaches 450 schools, 20% of which are madrassah, and 140,000 students. Through dissemination of good practices, teachers from 2,100 additional schools received training last year.

DECENTRALIZED BASIC EDUCATION (DBE)

Since 2005 the DBE program has worked to increase the quality of basic education in primary and junior secondary schools, both public and private, focusing on three results: (DBE1) Local governments and communities more effectively manage education services; (DBE2) Enhanced quality of teaching and learning to improve student performance in key subjects such as math, science, and reading; and (DBE3) Youth gain more relevant life and work skills to better compete for jobs in the future.

The DBE and MBE programs, through direct assistance and dissemination of best practices, are expected to reach 9,000 public and private schools, 2.5 million students, 90,000 educators, and one million out-of-school youth by 2010.

USAID facilitates public-private alliances to mobilize corporate sector resources and capabilities for education, and enhances the impact of the Indonesia Education Initiative in areas such as information and communications

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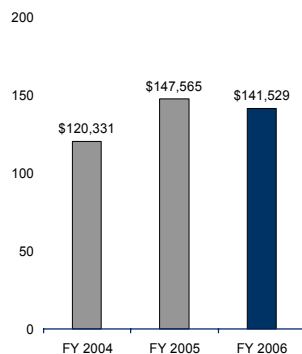


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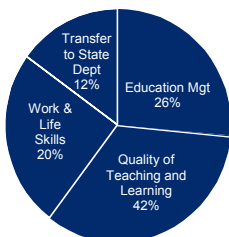
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USAID ASSISTANCE TO INDONESIA



Funding: Child Survival and Health Funds, Development Assistance, Economic Support Funds, PL 480 Title II (includes emergency and non-emergency food aid)

FY 2006 Budget for Education
Percentage for Each Program Area



Total FY 2006 for Education: \$31,916,000

technology, early childhood development, active learning, teacher training, vocational training in Aceh, and non-formal work and life skills.

OPPORTUNITIES FOR VULNERABLE CHILDREN (OVC)

This program, implemented by Helen Keller International (HKI) and partners, promotes inclusive education in Indonesia. Children with special needs such as visual impairment are provided the opportunity to be educated in public schools. Replicable models are being developed to expand the reach of the program over time.

SESAME STREET INDONESIA

A new Indonesian co-production of the award winning television show targeting young children is being developed and produced by the New York based-Sesame Workshop with local Indonesian partners and USAID funding. Millions of Indonesian children will be better equipped to start school. The first season is scheduled to air in mid 2007.

As part of the U.S. Government's overall education initiative, the Public Affairs Section of the U.S. Embassy complements USAID's basic education program with educational scholarships and exchanges, English teacher development, and by fostering relationships between U.S. and Indonesian universities.

PROGRAM HIGHLIGHTS

- Student achievement scores from 2004 to 2005 in USAID-supported schools improved significantly in key subjects: grade 4 reading (18%), grade 5 science (14%), grade 4 math (7%), and grade 1 reading (5%). In one sub-district, four USAID-supported schools at the middle of the 2003 rankings for overall 6th grade achievement, now rank in the top five (of 48 schools).
- Training and technical assistance have tangibly improved education management and classroom teaching practices. Students are more actively engaged in the learning process, working together and using problem-solving skills. Parents are satisfied with their increased involvement in schools, while teachers, now feeling more accountable to parents, are preparing better lesson plans and improving the classroom environment. USAID-supported districts have developed progressive education plans that better target resources for school operations and teacher deployment. School budgets, developed with community participation, are now displayed publicly to promote transparency.
- Effective dissemination of USAID models and best practices continues to build the foundation for program sustainability. School officials and teachers from newly participating districts have visited communities and schools where USAID education pilot programs are active. Other districts have adopted USAID-promoted best practices, often using their own resources, thus benefiting an additional 2,100 schools and 650,000 students to date.

CONTACT INFORMATION

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FOR ADDITIONAL INFORMATION PLEASE VISIT:

www.mbeoproject.net

www.dbe-usaid.org

www.hki.org

www.sesameworkshop.org